

Teacher-driven, reflection-oriented approach

SKH Bishop Baker Secondary School

- ① Reasons for selecting this starting strategy: **To build on existing practices and turn students' experience into learning**

We advocate students' whole person development and have engaged in a number of related projects such as health education. Being the OLE/SLP Co-ordinator and former student of this school, I have been very much grateful to the school which always demonstrates its genuine concern on students' balanced developments. I actually benefited a lot from the fuller picture that this school offered about my competencies throughout secondary education. It's not rhetoric! It has been more than 15 years that the school celebrates students' non-academic participation and achievements by displaying them on school report cards. There is thus a well-established practice of managing students' activity records. With ECA teachers responsible for providing information and school clerks inputting data, WebSAMS was used for a period of time near the turn of the century. Students were also involved in verifying the summary print-out to identify any wrong data. In 2003, we built a shared vision to develop our students to be active learners. To realise this 'dream', we developed an 'Active Learning Handbook' for all junior secondary students. Our students were encouraged to record their learning experiences, make reflection and set expectations about their learning experiences both in and outside school. Students were provided enough time to process their learning experiences and completed the contents of the Handbook during class teacher periods and project learning periods. The handbook was also used on parents' days to encourage parents to give positive feedback on students' whole person development. Building on these experiences, we plan to adopt a starting strategy of "teacher-driven, reflection-oriented" approach.

- ② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool:** Self-developed electronic system

We plan to incorporate the contents of the 'Active Learning Handbook' into a self-developed electronic system. This customized electronic system would carry out the SLP building workflow of "*collecting, selecting, and reflecting*" in one single electronic system.

2. **Creation of space for teachers and students to build SLP:**

- a. Timetabled lessons like class teacher periods & project learning periods would be used for sharing of experiences & reflection on learning.

Timetabled lessons are arranged for students to build SLP because this could provide enough space for teacher support.

- b. Clerical support would be provided to input data. Students would continue to be involved in verifying data.

Although it is not necessary to validate outside school activities that are self-arranged by students, we want to develop responsibility and integrity with a specific school policy about these activities. Under this policy, our students are required to input the data and generate a print-out for parents' signature. Relevant certification would be scanned and kept in the electronic system.

3. Resources: Resources for building the self-developed electronic system are secured by making good use of existing resources.

[Short term plan \(Chinese Version\)](#)